

Crossing

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STATE OF THE COLLEGE

Welcome Remarks at Fall Faculty Institute

(Excerpts)

To the faculty, students and staff, welcome back and welcome home. The summer has actually been filled with opportunities and challenges and we have made friends of both.

As I begin my third year as President, I can truly say that I am proud to be at the helm of this College at this time. Urban public education is America's greatest challenge. The literature agrees that with educational attainment at the college level, there is a dramatic and significant correlation with socioeconomic standing, expressions of freedom, including the right and responsibility to vote, to assemble, to speak and to expect individual dignity. An educated mind is a commitment to a system of justice, protection of others' rights and respect for the quality of life of those different than oneself.

I know of no better way to the fulfillment of mankind's best dreams and hopes than through an educational process that is designed to fully empower all levels

of society. Indeed, this is the heart of RCC's Mission Statement. This is the voice of the vision calling us to action, to implement, to practice and to succeed.

I am proud of the people in the organization that we now have



been able to attract to RCC. Incredible talent, experience, credentials and commitment to RCC are now in place and are growing better and faster toward institutional stability.

The year ahead holds wonderful opportunities for all of us to achieve and grow and to meet our goals for a quality institution dedi-

cated to quality educational experiences for our students. We have within our grasp the opportunity to establish RCC as an excellent institution with a mighty mission to provide equity and success in access for all students.

I have every confidence that we will get better at what we do. We will achieve horizons and go on to become one of the nation's premier historically black colleges serving people of color with quality, dignity and respect.

We may not find the panacea for teaching developmental English, but we must try. We may not put down racism for all times, but we must try. We may not be rich but we will be respected. We may be criticized but we will be proud. We have the power of Africa, the gentle art of Asia, the pragmatism of Europe, the religious fervor of the Middle East, the passion of Latin America, the joy of the Caribbean and the dignity of the American Indian. Indeed we are at the Crossing. Here and now, we freely give wings to our hopes, our dreams and goals.

In order to understand what some of our students are thinking and doing nowadays, Crossing staff member Jianping Wang interviewed Dave Sealy, newly elected Student Trustee. The following is an excerpt from the interview:

Q: Can you describe a little bit about yourself?

A: My name is Dave Sealy. I was born in Barbados, West Indies. I currently reside in Dorchester. I came to RCC ten years after my first education experience with Mass Bay Community College. I joined the U.S. Air Force afterwards and served as a personnel specialist. I came back in 1987 and worked at the Joslin Diabetes Center where I met Ambrose Davis, former S.G.A. President, who introduced me to RCC. I enrolled in RCC in fall '93, but really started as a full-time student in Spring '94. However, during the fall semester, I met many interesting people including Faye Sampson-Russell. In January, 1994, I was appointed as a student representative. In May, 1994, I was elected as Student Trustee.

Q: How do you see your role as a student trustee?

A: My major role is to relate students' needs to the Board of Trustees.

Q: What do you perceive to be the students' needs?

A: Student's needs vary and change constantly. One of them is to ensure that the institution remains affordable.

Q: What do you think this institution, in particular the administration, can do to be certain that RCC remains affordable?

A: It's helpful to let students know in advance that necessary fee increases are coming, because we all know the cost to run an institution is increasing annually. Just letting people know will ease a lot of tension.

Q: What is it about RCC that you like the most?

A: Accessibility. During my brief experience here, I have met many caring people. They enhance my motivation, inspiration and confidence to pursue my dreams. I am more confident now more than even before that I can graduate and move on to a four-year institution.

Q: What is your major?

A: Liberal Arts. Eventually I want to become a lawyer.

Q: Why do you want to become a lawyer?

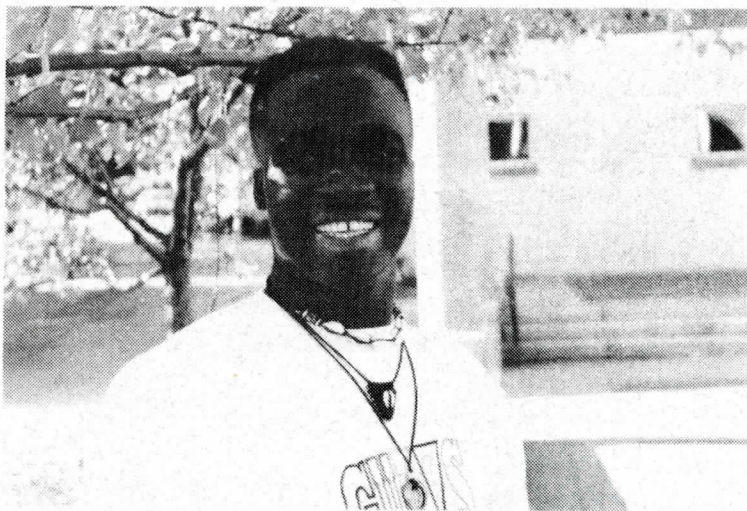
A: I have had some experience with our legal system in the past. I think that, in general, it works. But it needs to be made to work better for those who are less fortunate, financially. I'm determined to be a lawyer, no matter how long it takes me. I am very much inspired by a professor who said to me, "When you will finish is not that important. What is important is that you do finish." Everyone of us has to set goals and pursue them.

Another source of my inspiration comes from God, in whom I choose to believe. I am very grateful to my mother who raised me in a very caring and warm church environment where I was taught basic morals and values.

Q: How can students improve their role in the College?

A: I feel that more student sponsored activities need to be organized. Through these activities, unity can be fostered. In unity, we can see more clearly each of our own strengths. It is unity that we can bring to the community to benefit our next generation and

DAVE SEALY



Veronica Patterson

Hello! My name is Veronica Patterson. I have a diploma from the Toronto School of Business in Micro Computer Applications and I am in the process of furthering my education. My greatest blessing is my five year old son, Joshua, who just started Kindergarten this fall.

I have been working in the Academic Affairs Office as a Clerk III for Dr. Bruce A. Rose V.P., of Academic and Student Affairs, Dr. Sandra Chambers Vaughn, Dean of Curriculum and Instruction and Martha Lambert. Having spent the majority of my time working in "mainstream corporate America," it is very refreshing to work with people whom I can identify with in executive, administrative and clerical positions. I feel the learning process at RCC starts in the classroom but should not end there, for they need only to look around campus to find shining examples of what hard work, dedication and commitment to excellence can achieve.

**Veronica Patterson****Carol Bliss-Furr**

My name is Carol Bliss-Furr and I have recently joined RCC as Director of Business and Industry for Roxbury Community College.

Carol Bliss-Furr

In my new position, I am responsible for organizing and directing the activities of the Institute for Business and Industry; developing and maintaining contracts with business, industry, government, and civic organizations by assess-

ing organization's needs and coordinating programs to address these needs.

I will help to plan, develop, schedule and deliver curricula, credit courses, non-credit courses,

seminars, workshops, and conferences to meet the needs of business and industry.

I bring a broad range of experience from my previous positions. As Principal Employment Counselor/Manager I was responsible for implementing agency counseling policy and procedures as well as delivering job counseling, workshop and resume services in the Southeast S.D.A.

I have also been an Adjunct Professor at Massasoit Community College, Brockton and at Lesley College. At Massasoit, I also directed the "Ronald McNair College Preparatory Program", which provided support for economically and academically disadvantaged

Continued on page 8

Scholarship & Professional Development

In order to promote scholarship and professional development at RCC, the Crossing reserves this column for presentations from RCC faculty and staff on their professional activities.

The College is proud of our faculty and staff who are not only experienced in and dedicated to providing quality educational service to our students, but who also contribute to the advancement of various disciplines. We encourage all of our faculty and staff to share information about themselves and about their colleagues regarding scholarship and professional development. We hope that this will not only enhance scholarship and professional development, but also foster communication, understanding and institutional pride. In this issue, we proudly present some of the activities in which Dr. Ray Turner participated over the summer and will be participating in the near future.

May 12-15: Invited by the National Science Foundation (NSF) to Washington D.C. to serve as a reviewer for "Advanced Technologies" proposals.

June 19-July 2: As an army scientist, recently attended the "Officers Advance Course" at the Academy of Health Sciences, United State Army Medical Department at Fort Sam Houston in San Antonio, Texas. The course was successfully completed.



August 8-10: Panelist for the American Chemical Society's Student Affiliates Program. This was the Sixth Annual Faculty Advisor Invitational Workshop held at the Belmont Conference Center, Elkridge, MD.

August 24: Promoted to the rank of Major in the United States Army Reserves. Duty station is: U.S. Army Research, Development, and Engineering Center in Natick, Mass, attached to the Division of Biotechnology, where Dr. Turner also participates as a civilian consultant.

July 31-August 2: American Chemical Society Satellite Seminar: One of three persons chosen by the most prestigious chemistry organization in America to make a

video on "Material Science in the undergraduate Chemistry Curriculum". A two day workshop was held from July 31 in Pennsylvania. A follow-up live TV broadcast will occur this November from Washington, D.C.

Co-author on "Vertebrae Limb Development and Regeneration" which appears in a book entitled Progress in Clinical Biological Research published by Wiley-Liss, Inc, New York (1993). The publication is from the Department of Anatomy and Cellular Biology, Tufts University Medical College. This is the second co-authorship of a chapter in a major book while representing Tufts Medical School.



September 22-24: Reviewer for the National Science Foundation. The review panel will meet at the Key Bridge Marriot in Arlington, VA. This review is for a preliminary proposal to the Directorate for Education and Human Resources.

October 1: Entered into contact with Kendall and Hunt to complete the revised edition of general science text: Developing Concepts in Science.



Governance

In order to encourage an open discussion on our governance system, the Crossing opens this column for discussion on governance. We encourage people at the College to share their comments and questions in this column.

In this issue, we present a few excerpts from the literature on governance.

What is Governance?

"By the term 'governance' I mean (and others may attach different meanings to it) the processes by which decisions are made, who participates in these processes, the structure that relates those individuals, the effort that is made to it that decisions once made are carried out, and the processes used to evaluate the results that are achieved."

by John J. Carson, A leading scholar in research on governance

Promise and Perils of Shared Governance

"Shared governance in the community college district has both advantages and disadvantages. Among the three "perils" of implementing shared governance are that the process is difficult, lengthy, and sometimes tedious; that re-

sponsibility for decisions and actions must somehow be maintained; and that an appropriate role for faculty, staff, and administrators must be established and recognized by all participating individuals. Reaching a consensus in decision making requires that all parties be adequately informed of the issues. However, disseminating such information is not always conducive to effective management. In addition, teaching and learning may become secondary priorities as representatives miss time away from work or the classroom. Finally, special interest groups may try to misuse the power of shared governance to forward their own agendas, rather than working for the good of the district. While clear perils exist, shared governance promises many rewards, including the empowerment of participants, development of collegial relationships for an improved college environment, greater understanding among employees at all levels about the issues facing their community colleges, and improved communication. The participants in shared governance decisions are more likely to support policies that they have had a role in forming and are more likely to take personal responsibility for the outcomes of such decisions. As representatives in the group decision-making process report back to constituents, college-wide communication and understanding is greatly enhanced, improving the overall college environment."

*Patricia L. Wirth
Yuba Community College District,
Marysville, CA*

Epilogue

*I, too, sing America.
I am the darker brother.
They send me to eat in the
kitchen.
When company comes,
But I laugh,
And eat well,
And grow strong.*

*Tomorrow,
I'll sit at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.*

*Besides,
They'll see how beautiful I am
And be ashamed,*

I, too, am America.

Langston Hughs (1902 - 1967)

Crossing

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the Editor unless otherwise
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News and Updates

Faculty Institute

On September 2, the annual Fall Semester Faculty Institute was held. It was the first time that the program of the event was planned jointly by the Administration and Faculty. It was also the first time that faculty were "participants" rather than merely "listeners" in this event.

After President Brown delivered "The State of the College," (excerpts in the front page of this issue) faculty members, together with division and department leaders, led the panel discussions on "Learning to Learn" & "Faculty Development".

Panelists included: Linda Brown, Tom Reeves, Jose Gonzalez, Kyriss Rodriguez, Chiso Ndukwe, Sterling Giles, Kathy Riley, Leosolar Morgan, JoAnn Mulready-Shick.

In the afternoon, Dr. Vaughn shared with the faculty her goals for the academic year 1994-95 as Dean of Curriculum and Instruction. "First, we must strengthen our curriculum. Second we must strengthen our faculty. Then, we must have a better library. All of these will enable RCC to become the 'top choice' for Massachusetts students." To achieve these goals, Dean Vaughn outlined three major objectives. "To establish open lines of communication with the various constituencies of the faculty. To become immersed in the planning for institutional self-study which is required for reaccreditation of April, 1995; and to lay the foundation for emphasizing the importance of strengthening the intellectual climate at the College."

These goals and objectives were received with great enthusiasm and support by the faculty and administration alike. A sense of a great and promising future for RCC was overwhelming. Indeed, RCC is at the Crossing.

Special thanks to the technicians Justin Petty, Jean Marc, Winston MacCaw and work-study student Gary Dorchent for their excellent technical service during the Faculty Institute.

Reaccreditation

Since September 13, the steering committee has been meeting weekly to review the drafts of the self-study report. The time line for the reaccreditation is as follows:

- December 2, 1994- Report of first reading submitted to NEASC.
- February 3, 1995- Report mailed to chair of the visiting team.
- February 24, 1995- Report mailed to visiting team.
- April 9 -12, 1995- Team visit on the campus.

The steering committee pledges to make the self-study process a success. We encourage everyone to generously share with us your enthusiasm, intelligence, experience, knowledge and wisdom to ensure that not only RCC receives more than five years of reaccreditation, but more importantly grows and excels as a result of this process.

Acuerdo

After a one year process of reviewing RCC's current governance system, a report has been developed by Jianping Wang from the

President's Office. The report summarizes the findings as well as recommendations. Throughout this fall semester, the report will be reviewed by all five assemblies. Final proposal for improving RCC's governance system will be developed toward the end of the fall semester. A trial implementation of the proposal is expected to start in the spring semester.

The report is available upon request from Jianping Wang at x5361 and on reserve in the LRC for individual review. Whereas we encourage everyone to participate in the review process this fall by attending assembly meetings and through other means, currently we are looking for volunteers who will be willing to be involved significantly in this project. Please contact Jianping Wang for further information.

A group of classified/confidential staff have been meeting over the summer as an effort to bring the voice of classified/confidential staff members to the decision making and information sharing process of the College. We applaud their enthusiasm and have great confidence that they will achieve their goals.

Computer Update

The Computer Task Force established over the summer continues to meet in the fall.

In order to provide overall direction for the work of the Computer Task Force, a detailed charge has been developed.

A detailed Task Force structure will be finalized enabling distribu-

News and Updates ... Continued

tion of responsibilities among the members to ensure high productivity and efficiency of the Task Force. Faculty members Chiso Nadukwe-Okafor, Jinnate Hossain and Ellen Simmons have joined the Task Force.

In order to solicit community input in this important project, the Task Force has developed a survey which was distributed to the faculty on September 20 and will be made available to the rest of the College in the near future.

A preliminary detailed technology design of our computer system including network application, network services, hardware architecture, wiring recommendations, network management and protocols and information security has been completed.

The Task Force appreciates the college community's understanding of the complexity of this project and welcomes everyone's input into this process.

Registration and Enrollment

Fall Registration came to a close at 7:00 p.m. on September 8, 1994. The total number of students registered for credit courses is 3019 and 259 for non-credit courses. The Admissions Office processed more than 1600 applications for the Fall Semester. Thanks to all staff and the faculty who worked diligently to make the Fall Registration a tremendous success.

*Michael Rice
Barbara Burgess*

1994 Graduate Survey

In August, 1994, the Counseling and Placement office conducted a survey on our 1994 graduates (Graduates who completed all degree requirements by June 3, 1994).

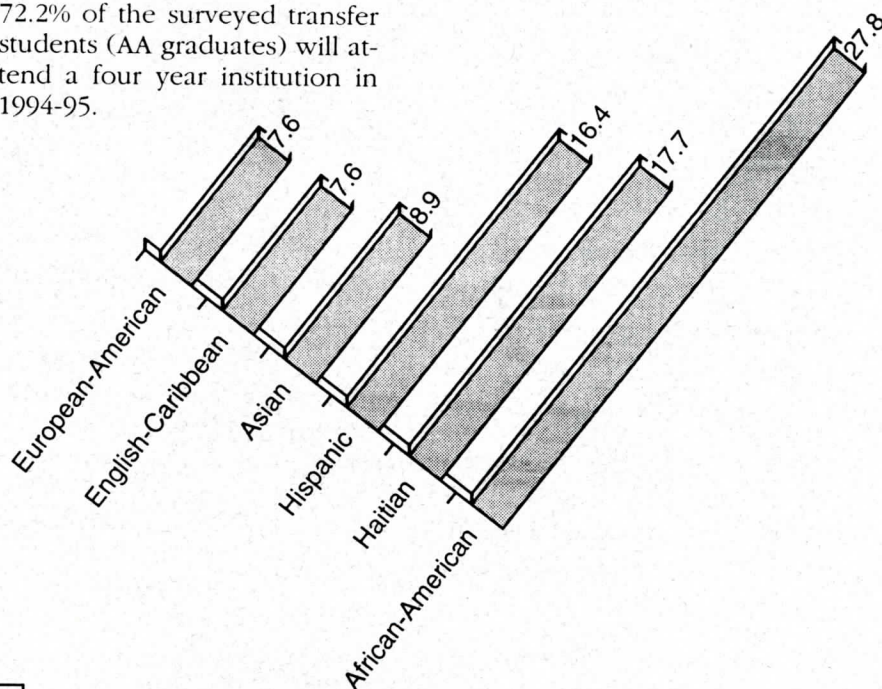
The following are the highlights of the survey results:

- 106 students graduated in the class of 1994 (59 AS, 23 AA, 1 AA/AS and 23 Certificates)
- 74.5 % of '94 graduates participated in the survey
- over 48% of the surveyed graduates list their first language as other than English
- 74.6% of surveyed graduates were female and 25.4% of the surveyed graduates were male
- among surveyed graduates average number of children was 1.25
- 73.2% of the surveyed graduates were full-time
- 38% of the surveyed graduates will attend a four-year institution in 1994-95.
- 72.2% of the surveyed transfer students (AA graduates) will attend a four year institution in 1994-95.

- 22.5% of the surveyed graduates are currently working in a field related to their major
- 28.8% of the surveyed career graduates (AS graduates) are currently working in a field related to their major
- the ethnic breakdown of the surveyed graduates is as follows:

27.8% African-American
17.7% Haitian
16.4% Hispanic
8.9% Asian
7.6% English-Caribbean
7.6% European-American

Other ethnicities represented include African, Native American, Cape Verdean and West Indian. The Counseling and Placement Office is fully responsible for accuracy of the data contained in the survey report. For further information on the survey, please contact the Counseling and Placement Office at x5327.



News and Updates ... Continued

Division of Continuing Education

The Division of Continuing Education and Community Services (DCE) is pleased to announce that a number of new initiatives were successful this Fall.

- Computer Repair and Networking Computers are two preparations for employment programs that are new this Fall in conjunction with Franklin Institute. These courses are running in the evening and will be offered again during the spring semester 1995.

- A second round of Lead Abatement Training was completed in August. This program is designed to prepare students for a position of lead abatement subcontractor and is co-sponsored by the Federal Environmental Protection Agency and the University of Massachusetts at Amherst. In the future, an environmental training center will be established under the supervision of Carol Bliss-Furr, Director of Business and Industry.

- With much assistance from Dean Sandra Vaughn, the Saturday Kids to College Program expanded to six courses this Fall. Most popular course: Children's Etiquette.

- Non-credit courses are expanding at Roxbury Community College. Our most popular non-credit course: Haitian Creole.

Right now DCE Division is actively planning for Spring, 1995. The community is invited to submit new program ideas to Dean Paul K. Willenbrock (541-5306) or D.C.E. Associates.

Paul Willenbrock x 5306

Secure Your Future Today!

Join us in our 1994 Commonwealth of Massachusetts State Employees United States Savings Bond Campaign.

Saving bonds offer competitive interest rates, tax advantages and security. You can also take advantage of different plans to save for future educational expenses.

Contact Elizabeth Leon at extension 5302 if you wish to enroll, to increase your current allotment or if you need additional information.

New Appointments

The College extends a warm welcome to the following newly appointed:

Director of Human Resources
Stephen Griffin

Assistant Professor, Early Childhood Education
Lynda Allen

Clerk, Financial Aid
Esteffani Rodriguez

Clerk, Business Office
Mayra Cruz

Clerk, Division of Continuing Education
Irene Figueroa

My Little Candle

*I have a little candle
That burns and runs.
I have a little candle holder
That keeps my little candle
safe and warm.
I have a little candle
That symbolizes me.
It Glows.
It's warm.
Just like me!*

Rubiabna Leye Vaughn - Age 8

Employee Profile... Con. from page 3

high school students.

I was appointed the first minority female member of the Bridgewater State College Board of Trustees by Massachusetts Governor Michael S. Dukakis. My fellow trustees at Bridgewater elected me Chairman of the Board in 1988 and re-elected me in 1989. I was the first Minority Female Board Chairman in the history of the Massachusetts College System.

A member of the Association of Governing Board and Universities, my higher education expertise led to an invitation for me to testify before the Massachusetts State Senate's Committee on Education in January, 1989.

My community activities include: Chairman Hall of Black Achievement Celebration, Moderator and Panelist Association of Governing Boards of Universities and Colleges 1991 & 1992, The International Black Woman's Congress, Vice President of Programs, Coalition of 100 Black Woman, Review Committee Mayor's Office.

I hold an undergraduate degree from Massasoit Community College and a Master's degree from Antioch University, Ohio. I have two children Ronald, a graduate from the University of Massachusetts-Amherst and Deborah, a graduate from the Institute of Technology, New York City.

Crossing Survey October, 1994

(Please return to the President's Office or drop off at LRC front desk no later than November 14)

1. Do you feel the CROSSING accomplishes the goal of communicating information campus-wide for all staff, administration, faculty and students?

Why?

2. Do you find the information contained in the newsletter informative and helpful?

Why?

3. What do you like most about the CROSSING?

4. What do you like least about the CROSSING?

5. What would you like to see more of in future issues of the CROSSING?

6. What would you like to see less of in future issues of the CROSSING?

7. What is your overall opinion of the CROSSING newsletter?

8. Please indicate your status: stu__ staff__ faculty__ prof__

Thank you for your support.